

newton newsnotes



Women in Higher Education

October/November 1973

From the Editor's Desk

This issue of the *Newsnotes* departs slightly from previous ones, by concerning itself with variations on a theme, instead of a variety of articles. We feel, however, that the topic of *Women in Higher Education* is one which is of vital concern to all readers of this magazine, as graduates of Newton, as parents of Newton women, or as members and friends of the College community.

Studies are now revealing that a higher proportion of successful women are graduates of women's colleges than of coeducational institutions. A women's college gives women the opportunity to fit themselves to leadership roles and to observe successful adult women in faculty and administrative positions.

If you believe, as we do, that the preservation of the women's college, particularly a college of Newton's calibre and Christian tradition, is vital, please give us your support. *You* are the future of Newton College!

—C.B.H.

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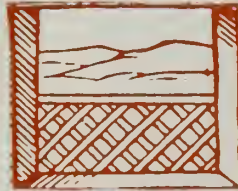
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ARTWORK: Front cover, pages 5, 7, 12, and 18 — *Paula Gonzaga Portrayed while Reading*, an Italian woodcut illustration for *De pluribus claris selectisque merlieribus*, Philippus Bergomenses, 1493. Source: Florence, SCALA Istituto Fotografico Editoriale. Pages 6, 7, and 16 — *Family Lesson in Religion*, sixteenth century English woodcut. Source: Zurich, Schweizerisches Landesmuseum. Pages 9, 10, 15, and back cover — *The Female Servants of Artisans, of Burghers, and of Peasants*. Illustration from a pamphlet redrawn by Anthony Formschneyder, Augsburg, 1540. Source: Munich, J. Blauel, Verlag für Kunst-Diapositive. Page 13 — *Domestic Duties*, sixteenth century English woodcut. Source: Berlin, Staatliche Museum Kupferstichkabinett.

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Higher Education for Women

The whole education of women ought to be relative to men, to please them, to educate them when young, to care for them when grown, to counsel them, and to make life sweet and agreeable to them.

—Jean Jacques Rousseau

The great question that has never been answered, and which I have not yet been able to answer despite my thirty years of research into the feminine soul, is: What does a woman want?

—Sigmund Freud

What does a woman want from her education, specifically from an education in the liberal arts? The answer is, superficially, an absurdly simple one: she wants from her education the same things a man wants from his. There are two problems with this answer. As Derek Bok, president of Harvard, has remarked: “The most striking point I have observed is the lack of . . . understanding of what young men and women should expect to gain from a liberal arts education.” Furthermore, whatever it is that young men and women should expect to gain, women often have to work a lot harder to gain it.

The separate but unequal higher education for women in the U.S. which developed in the nineteenth century was deeply grounded in the goals and methods of the 200 finishing schools founded between 1820 and 1860. It was a matter of common belief, observes Caroline Bird in *Born Female*, that women were mentally weaker than men. Besides, “it was feared that higher studies would endanger women’s health and injure their delicate child-bearing apparatus.” In addition, “the presence of women in classrooms (in higher institutions of learning for men) would . . . lower academic standards.”

Women’s colleges were founded on the defensive — to offer women a

chance at a portion of the educational opportunities which were granted as a matter of course to men. But as is so often the case, the poor alternative has now become the exclusive choice.

The bandwagon of coeducation was boarded by many previously single-sex institutions in the sixties, a period of great student unrest. Education writer Fred Hechinger explained this surge in the *New York Times* for April 22 of this year: “The basic rationale behind the movement was that coeducation was the dominant pattern in American education, that daily contact between the sexes was the natural way of living, that education would be equal and therefore better overall. In the past decade, the number of women’s colleges has declined from 259 to 193.”

“With the beginning of the 1970’s,” Mr. Hechinger continues, “those determined to resist the trend began to raise their voices. Chatham College in Pittsburgh announced that the cause of women’s education and leadership would best be served by remaining single-sex. Dr. John H. Chandler, president of Salem College in North Carolina, (and a member of Newton’s Board of Trustees) said: ‘We were strengthened by feminists . . . they helped give us the rhetoric and the rationale to finish the business we had started.’ ”

Closer to home, Barbara Newell, Wellesley College president, observed on March 8, in her announcement of that College’s Centennial Goals, that “coeducation has failed for 50% of the population . . . It is naive to believe that any movement for educational equity for women can come out of such colleges and universities. This

leadership will have to be sustained by colleges . . . which not only resist the trend toward coeducation, but affirm the need for equal education for women."

Newton College, beginning her twenty-eighth year of education for women, maintains that there is a place for her in the American educational system. As President James J. Whalen has observed: "I believe that there should be colleges for women because I believe that many women will realize a much greater potential by attending colleges where they are the focus, where they receive all the concern of the faculty and the administration, where the whole emphasis in the place is on their development. And the only way Newton can continue to serve this need is if the college's constituency supports that mission."

Other Newton administrators concur with Whalen's viewpoint.

"A number of women need the kind of educational experience that we offer. There is a need for a single-sex institution and that's a need Newton is trying to fill." R.J. Henderson, vice-president.

"There are very challenging and exciting possibilities in single-sex education at this moment in time." Kristin Morrison, academic dean.

"There is a real place in our society for an institution where women can grow as women, develop their potential for leadership, get to know themselves." Gay Ryan, director of admissions.

What should a woman expect to gain from a liberal arts education? President Whalen offers this answer: "The joy and satisfaction which come with knowledge, and the freedom that comes with understanding one's past and present world. A good liberal arts education should teach you to read and understand, to interpret and communicate." And Dean Morrison adds: "She should gain the ability to distinguish between the valuable and the meretricious, the ability to know



what she wants and why, the ability to know how parts relate to a whole, the ability to perceive incongruity, confidence in her own mental powers, and the ability to live comfortably with herself as a complicated being who can both think and feel and who is not ashamed of either."

Newton administrators (most of whom have held positions of authority in coeducational institutions) agree that, in general, coeducation is male-oriented. "The male-orientation comes in two packages," comments Dr. Whalen, "the obvious (a majority of academic and social offices are held by men) and the subtle (the college's funds are used predominantly for male activities). A woman has to put out extra time and energy just to start even with a man. On a women's college campus, that time and energy can be put to much better purposes."

Dean Morrison points out that the coeducational institution enrolls larger numbers of male students, and hires larger numbers of male faculty. "Almost all students, faculty, and administrators in positions of authority and power are male."

"Even their curricula are male-oriented," adds Fran de La Chapelle, dean of students. "Many coeducational colleges have started a women's studies program to fill that need; it's too bad that this is necessary. Education should develop every individual's capacities to the utmost — one's sex ought to be irrelevant."



Furthermore, offers Sister de La Chapelle, "A real advantage of Newton is that there are so many women in model leadership roles — faculty members, administrators, etc. It is a positive thing for the students to see, and really has an effect on them."

(At the present time, forty-two of Newton's eighty-four faculty members are women, including a number of department chairpersons and division heads. Women also hold the vital administrative roles of academic dean, assistant academic dean, director of admissions, dean of students, director of continuing education, registrar, assistant director of development, director of public relations, and director of publications.)

To maintain that a college for women is right for this time and place is not to say that coeducation will not serve women better in the future. But as some students at a nearby women's college pointed out in a campus paper editorial last spring: "Until women are fully accepted as equals to men — not by law, but by custom — and until women receive the same job opportunities, wages, and prestige as men, there is a vital role for women's colleges."

To affirm the need for a college like Newton is not to deny her students the opportunities which might be theirs at a larger, coeducational institution. R.J. Henderson, vice-president, states: "Every institution has certain limitations imposed on it by limited resources. We can't be everything to everyone." Yet, by taking advantage of cross-registration programs with neighboring universities, as well as utilizing other forms of interinstitutional cooperation, the Newton student can enjoy a maximum of self-fulfillment. "If coeducation was the rage of the sixties," Dr. Whalen comments, "cooperation and coordination will be the thing of the seventies. It's always made good academic sense."

What does Newton want from the young women who come here? Interviews with administrative staff members yielded the following observations:

"We hope that the programs we have here at Newton will attract students who are above average intellectually and in their ability to communicate. Also we are a small community here, and I think those students who



are gifted with good human relations skills feel very comfortable at Newton. We want a student body that is diversified economically and geographically; that means that all students have a little to give and a little to take — all these are tremendously important facets of the experience which is Newton College." R.J. Henderson, vice-president.

"I want the choice of a college like Newton to be a thoughtful choice on the part of her students — college should not be something you just do." Margaret Dever, director of continuing education.

"The ideal student should have responsibility and seriousness of purpose, someone who sees the value of a liberal arts education, and who will always continue to further her education." Fran de La Chapelle, dean of students.

"The ideal would be a student who is intellectually keen and aggressive and who is secure enough in her own femininity not to be frightened by a single-sex institution. She knows she can succeed socially with men, and, in fact, manages to do so. There are other kinds of women who can benefit by being in a college like Newton and by being in contact with the first kind of student. These are women who might be able to make use of the particular circumstances of a single-sex college to explore the question of their own femininity, and what it means in relationship to their intellectual lives. I would not like to see the College filled with the second type — but the confident and the unsure can do great things together." Kristin Morrison, academic dean.



In addition, Newton is zealously nurturing her commitment to women of all ages who wish to continue their education, and who find at Newton the kind of educational atmosphere that enables them to do so. "Tomorrow's educational institutions are going to have to meet the needs of people of all ages," emphasizes President Whalen.

Newton College will remain a women's college as long as there is a need for institutions which offer quality and equality of education for women. Newton maintains that to be a women's college in 1973 is not to be an anachronism, but to be the repository of exciting educational possibilities for the present and for the future.

Higher Education by Women

"When you've got a job to do, you just do it well; you've got to give the other fellow hell."

—Paul McCartney

It was only after World War I, in the rarefied air of freedom engendered by the Jazz Age, that women became members of college and university faculties in any substantial number. Being a scholar had been the prerogative of a man; women had always become schoolmarms. Yet, even to the present (except in women's colleges), women hold relatively few full professorships, and even fewer department chairs.

What is it like to make one's way as a college professor and a woman in the educational institutions of 1973? Eight of the twenty or so Newton alumnae who are finding out have been interviewed for this article. Six of the eight teach at coeducational institutions; two at women's colleges. Only three serve in departments chaired by women; the percentage of women faculty members in their institutions ranges from 6% to 70%, and averages about 38%.

Mary Donahue '66 received her Ph.D. in sociology from Boston University in June. She holds the rank of assistant professor in sociology at Newton College, and serves as the coordinator of the urban studies program here. She previously served on the faculty at Boston University and at Cardinal Cushing College.

☐ **How well do you feel your undergraduate major prepared you for graduate study and your present position?**

■ I majored in sociology which prepared me well enough, except I wish I had had more diversity in my educational experience.

☐ **Do you feel that any particular obstacles have been placed in your way with regard to job obtainment or advancement because of your sex?**

■ There is always the problem of one's career commitment being evaluated as not serious and lasting.

☐ **What courses do you teach?**

■ Urbanization, Urban Communities, Introductory Sociology, Social Theory, and Research Methods.

Isabelle Buckley Donnelly '53 did her graduate study at the University of California at Berkeley and at Santa Barbara, and at the University of San Diego, where she received her degrees in elementary and special education. She is currently an instructor in psychology at Bakersfield College, and a special education specialist for the Kern County Schools.

☐ **How well do you feel your undergraduate major prepared you for graduate study and your present position?**

■ I had a good general background — in fact, I found that I had a better background in the humanities than most graduate students I encountered.

☐ **Do you feel that any particular obstacles have been placed in your way with regard to job obtainment or advancement because of your sex?**

■ Yes, on occasion, but not presently.

☐ **What courses do you teach?**

■ Psychology and child psychology for teachers and teachers' aides; also night classes.

☐ **Do you feel that your students, colleagues, or administrators respond differently to you because you are a woman?**

■ No.

☐ **Are you generally satisfied with your career?**

■ Yes, because I feel that I am instrumental in changing education for the better.

☐ **What are the most and least gratifying aspects of your work?**

■ The most gratifying are reaching people in the adult world at college, being in a field that is exciting, and helping emotionally disturbed children. I don't like pressure or paper work.

□ If full equality for women were achieved and women were equally represented with men in all professions, do you think you would be more or less successful than you are now? Do you compete better with men or with women?

■ About the same.

Judith Foster '67 received her Ph.D. in biochemistry from Boston University in 1971, and has served as an NIH post-doctoral fellow in the surgery department of the University of Utah School of Medicine. She is currently an assistant professor of biochemistry at the Boston University School of Medicine, and has co-authored eight articles for biochemistry journals in the past year.

□ How well do you feel your undergraduate major prepared you for graduate study and your present position?

■ I feel that I was sufficiently prepared for my graduate studies in science, and, further, I am grateful for the strong background I received in the humanities for just plain everyday living.

□ Do you feel that any particular obstacles have been placed in your way with regard to job obtainment or advancement because of your sex?

■ No. In fact, at this particular time, with the great awareness of women's rights, it is very advantageous to be a woman, especially in the academic world.

□ What courses do you teach?

■ Selected lectures in protein structure and function, connective tissue proteins, and instrumentation in protein chemistry. My students include both medical students and biochemistry graduate students.

□ Do you feel that your students, colleagues, or administrators respond differently to you because you are a woman?

■ As yet I have not experienced any differential treatment because of my sex.

□ Are you generally satisfied with your career?

■ I am very happy with my career, primarily because I enjoy my work. The research with which I am involved is extremely exciting and offers a constant challenge. I feel as if I am truly accomplishing something personally, and contributing to some degree to the advancement of medical knowledge.

□ What are the most and least gratifying aspects of your work?

■ Most — success; the fruition of ideas — acquiring insight into the complex mechanisms of biological systems; training people for research and sharing in the excitement of discovery. Least — administrative duties which take time away from research; making stupid mistakes which result in loss of both time and material; lecturing to unresponsive students.

□ If full equality for women were achieved, and women were equally represented with men in all professions, do you think you would be more or less

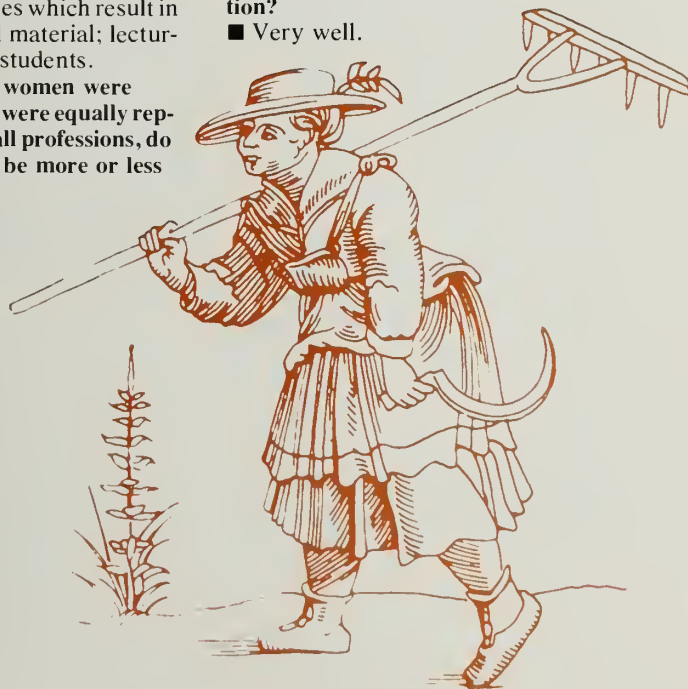
successful than you are now? Do you compete better with men or with women?

■ Since my graduation from Newton, I have competed primarily with men, and I can honestly say that I have not realized any difference. I would hope that if women were equally represented, that I would still have achieved my present position.

Mary Ratchford Hesselgrave '65 received her M.A. in math from the University of Wisconsin. She did two years of further graduate study at Fordham, and is presently in her third year of study toward an advanced degree in computer science at Stevens Institute of Technology. She has been an assistant professor of mathematics at Mount Saint Mary College in Newburgh, N.Y. for four years, and served for two years as a graduate teaching assistant at Fordham.

□ How well do you feel your undergraduate major prepared you for graduate study and your present position?

■ Very well.



☐ Do you feel that any particular obstacles have been placed in your way with regard to job obtainment or advancement because of your sex?

■ No.

☐ What courses do you teach?

■ In the past four years I have taught Modern Mathematics, Elementary Statistics, Calculus I-IV, Number Systems, Differential Equations, Linear Algebra, Abstract Algebra, Numerical Analysis, Symbolic Logic, Modern Geometry, and Topology.

☐ Do you feel that your students, colleagues, or administrators respond differently to you because you are a woman?

■ Not particularly. What seems to determine student response is control of the class and knowledge of subject matter.

☐ Are you generally satisfied with your career?

■ I like teaching, I like mathematics, and I have great flexibility in the way I teach my courses.

☐ What are the most and least gratifying aspects of your work?

■ Most — seeing students learn, learning more myself through teaching, and being able to use what I am learning in computer science to shed a new light on the math I am teaching. Least — committee work and petty faculty fights.

☐ If full equality for women were achieved, and women were equally represented with men in all professions, do you think you would be more or less successful than you are now? Do you compete better with men or women?

■ At the moment, universities are under pressure to hire token women. At my level, the problem is in the quantity and not the sex of the competition. I have met no problems, that I am aware of, because of my sex.

Guillemine de Vitry de Lacoste '52 received her M.A. in philosophy from Georgetown, and her Ph.D. in philosophy from the Sorbonne in 1956. She is an associate professor of philosophy at Newton College (where she is beginning her fifteenth year of teaching), and served for two years as department chairperson. She has also lectured in philosophy at Tufts.

☐ Do you feel that any particular obstacles have been placed in your way with regard to job obtainment or advancement because of your sex?

■ No.

☐ What courses do you teach?

■ Philosophy of Creativity — why society hinders man's basic creativity, how we can remedy this; Far Eastern Philosophies — the main classics; Values and Contemporary Man — man's search for new values in a society where traditional values are disintegrating; and Existentialism.

☐ Do you feel that your students, colleagues, or administrators respond differently to you because you are a woman?

■ Not really.

☐ Are you generally satisfied with your career?

■ I am extremely satisfied with teaching because it keeps one always in contact with the young people of the present generation; especially with teaching philosophy, which deals with all the important questions of the day.



☐ What are the most and least gratifying aspects of your work?

■ Two of the least gratifying aspects are correcting exams under the present grading system, and writing exams. The most gratifying is the lasting friendship with many of my students.

☐ If full equality for women were achieved and women were equally represented with men in all professions, do you think you would be more or less successful than you are now? Do you compete better with men or women?

■ Although I have read that in large universities women are by far not equally represented, this is certainly not the case at Newton College. I am not certain how equal representation in all universities, and in all professions, would affect me. There are too many hypothetical conditions involved.

I really cannot say whether I compete more with either men or women — for I always try cooperation rather than competition within the College. It

is much more within the lines of my philosophy of life.

Sally Perreault McGovern '68 holds an M.A.T. in biology from Brown University. She is an assistant professor of biology at Rhode Island Junior College where she has served on the faculty for four years. Previously she held the position of instructor in biology at Bryant College.

☐ **Do you feel that any particular obstacles have been placed in your way with regard to job obtainment or advancement because of your sex?**

■ Advancement in my first job was definitely limited, but this was due not only to my sex but because of the structure of a very small department.

☐ **What courses do you teach?**

■ Reproduction — an elective with emphasis on human sexuality (physical, social, and psychological approach); Zoology; and Human Anatomy — three different courses for dental assistants, medical lab assistants, and nurses. I am also a lecturer in the Human Sexuality Seminar, a lecture series.

☐ **Do you feel that your students, colleagues, or administrators respond differently to you because you are a woman?**

■ Particularly in the reproduction course the students respond to me as a woman — mostly good. My colleagues and administrators (with a few exceptions) respond to me more as a professional than as a woman. Our department is fortunate to be made up of individuals who respect one another.

☐ **Are you generally satisfied with your career?**

■ Yes. Each year I have learned more and assumed more responsibility. I also work part-time for a local Family Planning Clinic in training and community education. This has provided me with experience in public speaking, debate, and conference learning.

☐ **What are the most and least gratifying aspects of your work?**

■ Most: Filling student needs, not only with specific information, but in shaping concepts and values; meeting new people and being challenged by them; earning a professional salary. Least: functioning in a relatively conventional educational institution, in that there are time and scheduling limitations as well as many students who don't know why they are in college.

☐ **If full equality for women were achieved and women were equally represented with men in all professions, do you think you would be more or less successful than you are now? Do you compete better with men or with women?**

■ I don't think I would be *more or less* successful. I am not competitive, but rather cooperative, with my colleagues. And I have no desire to "advance" in my profession, only to keep improving as a teacher, because that usually leads to administrative work, which I don't want to do. I find myself uncomfortable with dominant men and I would probably not compete well with them. I would very much like to see men and women equally represented, but this would only have value if they can function well together with respect and appreciation for each other.

In the 1973 contract, women can use sick leave to have babies (as opposed to taking an unpaid leave of absence). I would also like to see colleges willing to arrange more part-time teaching schedules for women with young children, and for men who want to share child-rearing.

Ann Neubert '67 received her M.Ed. in early childhood education from Xavier University. Until September 1973 she served as an instructor in education, and supervisor of student interns at Xavier, and as national coordinator of the Consultation Committee for the American Montessori Society. Shortly after this article was prepared for publication, Ann, who is the author of *A Way of Learning*, began her doctoral studies in the social foundations of education at the University of Michigan.

☐ **How well do you feel your undergraduate major prepared you for graduate study and your present position?**

■ I feel that my major in psychology was an excellent preparation for my work in the field of the education and development of the young child.

☐ **Do you feel that any particular obstacles have been placed in your way with regard to job obtainment or advancement because of your sex?**

■ Up to this time I have not felt any particular obstacles. Possibly this is partially the result of the area of work I have chosen — education seems to be somewhat more female-oriented.

☐ **What courses do you teach?**

■ Introductory courses in early childhood education and, specifically, the Montessori method; laboratory courses in learning materials.

☐ **Do you feel that your students, colleagues, or administrators respond differently to you because you are a woman?**

■ I feel that my students in no way respond any differently because I am a woman. Likewise, I have felt no negative response from my colleagues and administrators. However, I feel that much of the reaction that one receives comes down to two elements: the person involved and the field of involvement.

☐ Are you generally satisfied with your career?

■ Yes, because I have been given the opportunity for worthwhile involvement and advancement. I enjoy my commitment to education and to the people I work with. I find my career to be challenging, and as a result I respond positively and enthusiastically.

☐ What are the *most* and *least* gratifying aspects of your work?

■ Most gratifying: close associations with people at the university level; involvement with graduate students who always keep you aware of what's happening; the opportunity to travel around the country consulting with other professionals, learning from them and sharing ideas. Least gratifying: dealing with the educational bureaucracy.

☐ If full equality for women were achieved and women were equally represented with men in all professions, do you think you would be more or less successful than you are now? Do you compete better with men or women?

■ Again, this response is qualified by the field of my career. I do not feel that my success would be altered significantly if both men and women were equally represented. I do not tend to compete with others — I compete with myself!

Maria Vitagliano '67 holds an M.F.A. in painting from Pratt Institute and has done additional graduate study at Massachusetts College of Art. She is an instructor in drawing and painting at Chamberlayne Junior College and chairs the art department there. She also held for a year the position of assistant instructor in ceramics at Pratt.

☐ How well do you feel your undergraduate major prepared you for graduate study and your present position?

■ When I began teaching, my biggest challenge was to sort out my experiences and try to put together my courses in such a way that I could give what I knew from hindsight was essential. I looked back on the content of my courses at both Newton and Pratt and my own experience and put together my own drawing and painting courses. My education was helpful to me when I was deciding on course content, but not with the way to teach it. This I learned by doing.



☐ Do you feel that any particular obstacles have been placed in your way with regard to job obtainment or advancement because of your sex?

■ With regard to job obtainment, no. As to advancement, the school does not adhere to the policy of advancement in rank from instructor to professor. Salary advancement is a problem. A male instructor in another department was hired at the same beginning salary as I was. He held a B.F.A. while I had an advanced degree. Also I was not given credit for my teaching experience at Pratt, which was a paid position in the ceramics department. I fought for two years before I received the salary increase I should have been given initially.

☐ What courses do you teach?

■ Drawing and Painting — a fundamental course, introduces students to materials and how they work, and begins to build up drawing skills by prac-

tice; Advanced Drawing and Painting — figure study, more student-initiated work; Water Color Illustration — water color rendering for interior design.

☐ **Do you feel that students, colleagues, or administrators respond differently to you because you are a woman?**

■ Male students have a difficult time relating to me because I am a woman and society has taught them to believe that women teachers are inferior.

They often reject my opinions about their work but when the same opinion is expressed by my male colleague, it is accepted.

I have no difficulty with my colleagues — they are a delight to work with. The administration is totally male, with one exception, and to say they are unenlightened about women is an understatement.

☐ **Are you generally satisfied with your career?**

■ I like teaching very much, and would like to be somewhere where education is taken more seriously and

is considered more than just a business.

☐ **What are the *most* and *least* gratifying aspects of your work?**

■ It is most gratifying to see students make progress. It is not gratifying at all to attend to the hundreds of boring tasks.

☐ **If full equality for women were achieved and women were equally represented with men in all professions, do you think you would be more or less successful than you are now? Do you compete better with men or with women?**

■ I would be more successful. If equality were widespread, I could walk into a gallery with slides of my work and know I would have just as much chance of getting a show as any male artist. As things stand now, I cannot.

I do not like competing, and I try not to do it — especially against women. This society has placed too much emphasis on competition; it is destructive and dissipates energy.



Higher Education about Women

"My lack of education hasn't hurt me none — I can read the writing on the wall."

— Paul Simon

Psychology and Women

A recent study by Dr. Elizabeth Tidball at George Washington University confirms on a statistical basis the importance to women of female "role models." She found that the number of "career successful women was directly proportional to the number of women faculty present in the achiever's undergraduate institutions when they were students. The correlation was a practically perfect plus 0.953. A disproportionately high number of women achievers came from women's colleges."

— APA Monitor, August 1973

I could not resist opening a short article on psychology and women with this excerpt. Psychology in the sixties became increasingly interested in the study of women in a variety of aspects: sex role development; self-concept; woman's desire to avoid success discrimination in all areas of employment; stereotypes of normality and therapy. Outstanding work in research has been done by Judith Bardwick at the University of Michigan and Matina Horner who came from the University of Michigan to Harvard and is now President of Radcliffe.

Dr. Horner is best known for her work on "woman's desire to avoid success." She found that competent women tended to avoid success, fearing that success in college or in a career might prevent marriage. Please note that she did not say that women wanted failure; only that they tried to avoid success.

Other research has been done, especially by Dr. Paul Rosenkrantz of Holy Cross (who did some research on Newton students). He found that the view of a healthy personality by psychologists was roughly the same as

their view of a healthy male personality while the view of a neurotic personality was often the same as their view of an average female. He also found that sons and daughters of working mothers had a less stereotyped view of women than sons and daughters of non-working mothers had.

Women therapists have, in the last ten years, also tried to indicate that male therapists may be imposing wrong role demands or wrong ideas of normality on their female patients. Freud, of course, has a very unusual view of the source of women's neuroses. He is high on the list of the enemies of women's liberation and is well worth reading.

The American Psychologist of July 1973 has an excellent article summarizing the strong evidence of job discrimination against women in all fields, even in psychology. I would also recommend the following for an understanding of what is now called the Psychology of Woman.

Judith Bardwick: *Readings in the Psychology of Woman*. (paper) *Journal of Social Issues: New Perspectives on Women* (1972).

American Journal of Sociology, January 1973: Changing Women in a Changing Society.

Many universities have courses — or programs entitled "Women's Studies." Newton has had a course in the psychology of woman since 1969. The deepest insights come from the work of Carl Jung who showed that the truly human person is an integration of both masculine and feminine qualities. His followers would say then that *men also must be liberated from society's demands*, that they have none of the gentleness, intuition and person-oriented aspects of the feminine side of their personality. A difficult but rewarding discussion of this aspect is in

Anne Ulanov: *The Feminine in Christian Theology and Jungian Psychology*: Northwestern University Press, 1972.

It links the religious dimension with the feminine and gives us all something to think about.

The students at Newton are very interested in Jung's approach to the feminine and masculine. Nancy Dix '73 wrote her thesis on just this topic. She pointed out that the young and the revolutionaries are now rejecting the rational and the scientific qualities traditionally associated with the masculine. She herself did this but now she realizes that women must bring to our culture, so long dominated by the rational and scientific, the qualities of the feminine—gentleness, intuition, the capacity to relate, the concern for persons. But if Women's Liberation denies these qualities and instead attempts to *compete* with, rather than to complete the scientific culture, *both* women *and* men will suffer. One of the most interesting differences between the masculine and feminine is in the approach to time. The masculine approach is called *chronos* which measures time exactly: every minute has sixty seconds; every hour has sixty minutes. Chronometers and chronology are names after this view of time.

The feminine view of time is called *kairos*. In this approach, Christmas Day or a wedding day is longer or shorter than 24 hours. Time is measured by the *intensity* of the experience rather than by the even ticking off of 360 degrees.

This is but one illustration of the approach to the psychology of woman which aims more at developing the healthy integrated person than at competing with or defeating men. This extends even to a re-examination of marriage role demands. According to Jung, marriage should help *both* partners to become integrated. The woman will integrate her *animus* into her self by contact with experiences of the masculine — usually her father, brothers, boyfriends, and ultimately her husband. Her husband, too, from his experiences of the feminine with his mother, sisters, girl friends, and wife should be able to integrate his *anima* into his whole personality.



But today's marriage role expectations may well hinder this. When the husband may not show his feelings when he is expected to be the disciplinarian and deal largely with things, and money, and seldom with people, he cannot integrate his feminine qualities into himself. Moreover, by keeping all these qualities to himself he prevents them from developing in his wife. She, in turn, by keeping to herself all the feminine qualities of concern for people and intuition, may well prevent her husband from being a person integrated in every way.

Thus the study of women in psychology varies greatly in depth and quality. I will attend the American Psychological Association Annual Meeting in Montreal where there are many sessions on roles, self-concept, etc., in women. My own concerns and those of the students here are with the whole personality — with the definition of a whole person. Women can do much to bring to our culture those qualities so missing in most areas — the concern for persons not things, the capacity to relate rather than to manipulate, the intuitive grasp of values and issues rather than the analysis of profit and loss. In other words liberation is needed for all of us — in a deeply religious sense of asking not the *how* and *what* but the basic question "Why."

—Margaret Gorman, R.S.C.J.

Sister Gorman is a professor of psychology and chairperson of the psychology department. She is a graduate of Trinity College in Washington, received her master's from Fordham, and obtained her doctorate from the Catholic University of America.

The Odd Women of Victorian Fiction

Nineteenth-century English women novelists created heroines who are mainly concerned about the husbands they will find. Jane Austen's characters are involved in their limited social spheres, intently engaged in elaborate chess games of etiquette where the winner makes a successful marriage. A little later in the century the Brontë heroines battle their way passionately and melodramatically toward their romantically conceived heroes, sometimes but not always marrying them. George Eliot, an intellectual journalist and successful novelist, gives no careers like her own to the women in her novels; they too strive for fulfilment within the context of love and marriage. Maggie Tulliver in *The Mill on the Floss*, the woman closest to an autobiographical portrait, drowns at the end of the story after being deprived of matrimony with the man she loves because she has violated the strict ethical code of courtship. In *Middlemarch* the three main women characters all marry and establish themselves in their own worlds. Rosamond Vincy, superficial and pretty, marries Lydgate, a promising young doctor, and destroys his idealism and altruism by her materialistic demands for success. Mary Garth, a poor young teacher, marries Fred Vincy; her strength of character will compensate, it is assumed, for his weaknesses. Dorothea Brooke, an intelligent and able person, finds no outlet for her energies except in marrying a withered pedant Casaubon. After a brief period of widowhood she marries more happily Will Ladislaw, hardly her equal in character or in intellect; she has to be content, George Eliot tells us, with a background role in life's great endeavors.

Curiously enough, unmarried or



immarrriageable women are not given major roles by these three women writers. It is not until the 1890's that we have a closer look at their place in an increasingly complex society. And it is a man, George Gissing, who first discusses their lives in a fairly obscure but newly reprinted novel, *The Odd Women*.

In a course on Victorian England last spring my Newton students found this novel amazingly relevant to their own concerns. Published eighty years ago in 1893, this detailed, realistic account of the lives of five women gave us many significant insights into their problems. Gissing's first premise was that there was a surplus of women in the nineties and hence there were bound to be many "odd women," that is, spinsters. These women needed to find fulfilling roles in society and to have careers of dignity and importance. Up until this time they had been relegated to the second-best portion in domestic affairs; they were the unmarried aunts, background figures in nearly every large Victorian house-

hold. If they were poor they became governesses like Becky Sharpe and Jane Eyre, or else teachers in small village schools. They were not trained for these professions; they fell into them in a kind of despair. Their own preparation in education was often sadly minimal — a bit of music, a little French, novel reading, letter-writing; this meager equipment they brought to their young charges. In these positions they were underpaid, overworked, living in isolation in country houses, treated as servants not allowed to dine with the family except perhaps at Christmas.

George Gissing gives us a pathetic picture of two such women, Alice and Virginia Madden. They live mean lives in shabby London rooming houses, eat wretchedly ill-cooked food, and scrimp to maintain a genteel appearance in mended and threadbare clothes. They go from one underpaid governess or "companion" job to another and in between assignments are near starvation. The weaker of the two, Virginia, finds solace in alcohol;

she begins with brandy because it is "upper class" and resorts finally to gin and water, tipling in secret behind her closed bedroom door.

The Maddens hope for a different life for their younger pretty sister, Monica. She comes to the city to work as a saleswoman, drudging out long hours on aching feet (sixteen hours a day with Sunday the one day off!). Also she must live as an apprentice on the shop's premises in a crowded dormitory where she has no privacy and is served bad food. Monica escapes from this exhausting existence into a hastily planned, loveless marriage with Edmund Widdowson. This union, like so many in Gissing's novels, is desperately unhappy. Her husband's almost insane jealousy pursues her always even in her most innocent diversions. Widdowson charges her with adultery when all that has occurred is an indiscreet flirtation; she leaves him, and Widdowson is afraid to acknowledge his own daughter when Monica dies in childbirth.

The two remaining women in the novel are part of the new London world. Factories and businesses were multiplying as the new industrialism expanded, and with this surge of new enterprises a great need arose for more clerks and office workers. Up until this time these jobs had been done by men. Now there was a serious effort to employ women in business who could run the newly invented machine, the typewriter. One of Gissing's odd women, Mary Barfoot, a person of independent means, opens a school for training young women, such as Monica Madden, in business skills. Her co-worker is Rhoda Nunn, one of the "new women" of the nineties who feels herself emancipated from men, indeed scornful of them and indignant about the restrictions society places upon her sex. An original "women's libber" of her day, she attempts to free other women by training girls, who, like herself, will refuse to marry and who will better themselves by becom-

ing trained as business women and as secretaries. She encourages her girls, teaches them to overcome their timidity and helps to find jobs for them. Her attention is directed only toward the middle class who can be helped, for she ignores the lower middle class women who are content, she feels, to be governesses and servants.

But romance comes suddenly and dramatically to her, and she is forced into a revaluation of all her own goals and her precepts for others. She wants to declare herself ready for a free-love union, but because of a lack of trust in Edmund Barfoot, whom she loves, and her scruple about an action that he perversely refuses to explain, the proposed marriage fails to materialize. Barfoot leaves Rhoda to her independence and later marries a conventional girl. Rhoda, humbled and chastened, resumes her career and befriends the Madden sisters as they proceed to establish their long planned school in the village where they grew up. At the end of the novel Rhoda holds Monica's child in her arms and speculates wistfully about a future in which women will be free agents in a society no longer prejudiced and restrictive.

Rhoda Nunn is the one of the five women we can feel closest to — in her uncertainties, her own strong feelings and her ambivalence about her own destiny. Should she marry and thus abandon her own theories? Should she dare society's wrath and live with the man she loves? Finally she remains true to her own theories, but with a strong sense of emotional deprivation. Eighty years later can we be more optimistic about woman's destiny? Although women today have all sorts of options open to them in both careers and marriages, yet contemporary women writers such as Joyce Carol Oates, Margaret Atwood, and the late Sylvia Plath create heroines who envision marriage as an entrapment where they feel victimized by men, reduced to mere sex objects and unable to feel a real identity with the world. These at-

titudes are signs of the times just as much as *Pride and Prejudice* was relevant to its age. But this comment is not to confuse the quality of literary endeavor with its social commentary. Assuredly, novels such as *Emma* and *Middlemarch* offer much to us aesthetically and stand firmly on their own as great novels. In their strong characterizations, amazing range of psychological insights, and structural subtleties, we find a profound significance rewarding always to the sensitive reader.

—Elizabeth Buckley

Mrs. Buckley is a lecturer in the department of English. She is a graduate of the University of Toronto, and holds a master's from the University of Wisconsin.

Role Models for Women in Literature

*To be born a Woman is to know —
Although they do not talk of it at
school — That we must labour to be
beautiful.*

When Yeats wrote these lines in the early 1900's (he put them in the mouth of a beautiful woman), he was describing and circumscribing the work of women. Men labor at significant tasks which have their effects on society, while women labor only to make themselves appealing to men. Yeats entitled his poem "Adam's Curse" and implied that all humans, because of the fall, must labor in this life. Indeed he said "It's certain there is no fine thing/ Since Adam's fall but needs much labouring." It could be assumed then that laboring to be beautiful, because it pleased the man, was a fine thing. Perhaps it was in 1910. Woman, however, was doubly cursed; for if this were her only chore in life, not only was it impossible for many to achieve, but those who did succeed often found the labour pointless and the objective empty and without merit.

Yet male writers continued to place this goal before women and many women writers themselves succumbed; instead of revolting against the tradition of women as ornament they helped to perpetuate it. Lady Winchilsea wrote to young ladies:

"Good breeding, fashion, dancing,
dressing, play,
Are the accomplishments we should
desire;
To write, to read, to think, or to
enquire,
Would cloud our beauty and ex-
haust our time,
And interrupt the conquests of our
prime . . ."

Many young women have been
brought up on literature that offers



very little beyond beauty and pleasing the male as goals. These are the two attributes which make for a happy marriage, and that has traditionally been the prize which the heroine of the novel seeks. Mary Webb, whose *Precious Bane* is many young women's introduction to the struggle, creates for her heroine seemingly insurmountable odds: a hare lip. Love and marriage must surely be denied such a misfit. Ultimately she is saved from a life of loneliness because a man is magnanimous enough to overlook her flaw. He is praised, not she. She is overwhelmingly grateful to have been saved from the ignominy of spinsterhood.

How often women reading literature are confronted with this schema. Dickens, in *Bleak House*, turns Esther from a tolerably attractive woman to one marred by smallpox. This flaw is overcome, not because Esther rises above it, but because a man chooses to ignore it. Neither Esther or the heroine of *Precious Bane* questions a world that makes such a superficial object as beauty the goal of half the race, rather each is grateful to find a man generous enough to overlook the flaw. Women must, as Yeats said, be beautiful like Helen of Troy; and when they are not, they must depend on the kindness of men to save them.

The metaphor with which women must grapple is a confining one, for it demands of appearances not of substance. Melville would not have asked Ahab to be handsome; it was clearly enough that he was tough and did battle with God and Moby Dick. He depended on no man's approbation, but fought his fight alone and maybe even won. Women are not allowed such struggles; rather their part has been defined and judged by men and men give the rewards.

Some women have raged against this kind of superficial definition of self and have attempted to give their lives more meaning than ornament. Alexandra in Willa Cather's *O' Pioneers!* is truly a woman who seeks to define herself in a man's world even while her brothers, who are hopeless failures compared to her, tell her that it is not within her power to succeed without their sanction. Alexandra was an exception when Cather wrote her novel. For most women in both life and fiction the goal was a narrow one — to make one's self attractive to the man so that he would approve and marry. Through marriage the man gave the woman her name, her role, and her reason for being.

More and more, women today are rejecting this scenario and are, therefore, looking to literature for women who are strong enough to do the same. Anna of Doris Lessing's *Golden Notebook*, Hawthorne's Hester Prynne, Eliot's Maggie Tulliver are women who inwardly and outwardly rage against the limiting of their potential by man's rules. They reject the role handed to them by men in search of a self that is so difficult to find but so necessary for survival.

Germaine Greer, in her trenchant argument for women's rights, says that women in literature have been denied a tradition. They have no past to look back on to give them strength and direction. Perhaps this is partly true, for the woman writer and the strong individualistic woman character are certainly anomalies. Today's women writers, however, are in the enviable position of changing all that, and today's women are demanding the right to create meaningful lives which will serve as models for future women and future artists. Soon Yeats' lines might well be read ironically; and women will point out that, although those lines were spoken by one of literature's most beautiful women, in life she was a political revolutionary who was active in changing Ireland's history and who, in her strength of purpose, put Yeats to shame.

—Mary McCay

Ms. McCay is an assistant professor of English. A graduate of the Catholic University of America, she received her M.A. from Boston College, and recently earned her Ph.D. from Tufts.

Alumnae events

Clubtrotting

ALUMNAE OFFICE: The National Alumnae Council held its annual planning session at the College on September 21, at the start of the September 21-23 Alumnae Weekend.

BOSTON: The Club held a board meeting on September 11 to initiate plans for activities for the 1973-74 year.

CHICAGO: A barbecue for incoming freshmen, present students, and alumnae was held on August 12. Mary Helen Fitzgerald Daly '54, recruitment chairwoman, made the arrangements for this successful event.

FAIRFIELD COUNTY: A party for incoming freshmen was held on August 24 at the home of Tink O'Connor Neubert '65. It was also attended by alumnae and present students from the College.

LONG ISLAND: Helen Bill Casey '62 is the newly-elected president of the Long Island Club.

Alumnae Service Award

Nancy Bowdring '57. In a ceremony on Saturday afternoon of Alumnae Weekend, September 22, Dr. James J. Whalen, president of the College, presented the first annual Alumnae Service Award to Nancy Bowdring. The award is to be given annually to an alumna who has provided outstanding service to the College, giving generously of her time and support.

Nancy, a resident of West Somerville, Mass., holds an M.Ed. from Tufts, and has been a member of the biology faculty at Somerville High School since 1960. She was appointed a building master (assistant principal) there in 1971. She is a member of the board of directors of the Somerville

Teachers' Association, and has served as director of the Somerville After School Centers; she is also a member of Somerville's drug education committee. She served as president of the Boston Alumnae Club from 1962 to 1964, as president of the National Alumnae Association of Newton College from 1964 to 1971, as vice-president of the Associated Alumnae of the Sacred Heart from 1971 to 1973, and is currently serving as A.A.S.H. president. She also served this year as vice-chairperson for alumnae in the Boston Advanced Gifts Campaign.

Honorable Mention

Winnie Weber Hicks '55. Ruth Craddock Jennings '64.

The College also recognizes two other alumnae who have devoted themselves to Newton.

Winnie Hicks, a resident of Cumberland, R.I., holds an M.Ed. from the University of Detroit, and is the mother of six children. She was one of the prime movers in reactivating and organizing the Rhode Island Alumnae Club in 1961, and served as club president, 1969-70. She served as a class agent in the fund-raising campaigns in 1961, 1964, and 1966, and chaired the Providence area Measure of Commitment Campaign this year.

Ruth Jennings, a resident of Chicago, Ill., is an English teacher at New Trier West High School. She is a former president of the Chicago Alumnae Club, and served as a class agent in the 1966 fundraising campaign. From 1969-72, Ruth was active in Chicago area admissions recruitment. She regularly represented Newton at various College Days, interviewed prospective students, and was involved in minority group recruitment. In the past year, she has served as an unofficial advisor to the Chicago admissions representative.



Mary Fran De Petro Murphy '68, director of alumnae affairs, looks on as President James J. Whalen presents the first annual Alumnae Service Award to Nancy Bowdring '57.

Campuscope

Here and There

SUE HUMPHREY, who previously served as a secretary in the development office and in the office of assistant dean, Grae Baxter, was appointed in September to the position of administrative assistant to the Headmistress of Newton Country Day School.

MAUREEN JOY, former director of the undergraduate education program at Newton, was recently named principal of the Kensington-Johnson School in Great Neck, New York. She previously served with the Ontario Institute for Studies in Education.

Making the Rounds with J.J.W.

June — Attended development meetings in Providence, New York, and Washington, D.C.

October — Was guest of honor at an alumnae reception on Long Island, and worked on the Capital Campaign in the New York City area.

October — Attended kick-off parties for the Capital Campaign in Philadelphia and Washington, D.C., and was a delegate to the annual meeting of the American Council on Education in Washington.

October — Initiated Capital Campaign efforts in Chicago, Detroit, and Cleveland.

October — Traveled to New York City to attend the annual meeting of the College Entrance Examination Board.



Class Notes

50

Mary Jani Englert
(Mrs. J. Carlin)
141 Nixon Avenue
Staten Island, N.Y. 10304

Joanne Flynn Dutra and Joe are living in Barrington, R.I. with Karen, 16, Ellen, 15, Jeff, 12, and Joan, 9.

51

Mary Jani Englert
(Mrs. J. Carlin)
141 Nixon Avenue
Staten Island, N.Y. 10304

52

Mary Jani Englert
(Mrs. J. Carlin)
141 Nixon Avenue
Saten Island, N.Y. 10304

Mary Heanue Welch and Paul are living in Acton, Mass. with their four children, ages three to thirteen, five Irish terriers, and a goose.

53

Jane Quigley Hone
425 Nassau Avenue
Manhasset, N.Y. 11030

Dee Dienhart Rotolo and Joe are the parents of Kassie, Annie, and Christopher, and are active in the Marriage Encounter movement in Ohio.

54

Jane Quigley Hone
425 Nassau Avenue
Manhasset, N.Y. 11030

Dotty Englert Ward and Joseph have recently passed the mid-point of a three-year assignment in England, are enjoying town life in Gloucestershire and occasional holidays on the continent.

55

Jane Quigley Hone
425 Nassau Avenue
Manhasset, N.Y. 11030

56

Vinita Murray Burns
22 Highland Circle
Wayland, Mass. 01778

57

Vinita Murray Burns
22 Highland Circle
Wayland, Mass. 01778

Joan Hanlon has been elected president of the North Shore (Mass.) Guidance Association . . . **Margaret Concannon** was named director of the Merrimac Valley Planning Commission in July; she had served as assistant director of the Lynn (Mass.) Planning Department for the previous sixteen months.

58

Rosemary Stuart Dwyer
209 Kent Road
Waban, Mass. 02168

59

Maryjane Mulvanity Casey
28 Briarwood Drive
Taunton, Mass 02780

Meg Dealy Ackerman has received a master of urban affairs degree from Boston University, and is currently a candidate for a degree in city planning at Harvard Graduate School of Design. Meg and Bob, a faculty member at Harvard Business School, are living in Weston, Mass. with their three children.

60

Ferna Ronci Rourke
185 Fletcher Road
North Kingston, R.I. 02852

61

Kathy Dwyer Lazcano
50 Creelman Drive
Scituate, Mass. 02066

Beth Good Wadden graduated from Westfield State College in 1972, and is now teaching fourth grade in Enfield, Conn. She and Joe are living in East Longmeadow, Mass. with Sheila, 13, Joe, 12, Betsy, 11, Susan, 10, and Christine, 8 . . . **Alice Coleman Riley** has received her broker's license and is now associated with Peterson Realtors in Cohasset, Mass.

62

Mary Hallisey McNamara
46 Mayflower Road
Chestnut Hill, Mass. 02167

Kathleen Jacobi Boehm and Bill are the parents of Billy, 9½, Paul, 8, Mary Beth, 6½, Carolyn, 4½, and Barbara, 3½. The Boehms have just moved to New Mexico, where Bill, recently discharged from the Air Force, will begin a private practice in general surgery . . . **Betsey Baldwin Jayne** and Dave, southeast Asian producer for ABC News, have completed another year in Hong Kong. Betsey keeps busy as a Cub Scout den mother, teaching silk and ribbon flower-making, and taking courses in yoga and Indian and Chinese cooking. David, 10½, Lisa, 9½, Deborah, 8, and Stephen, 4½, all attend the Hong Kong International School. The Jaynes spent two months in the U.S. in 1972, and returned for a brief visit this summer.

63

Maura Mannix Scannapieco
1 Edward Street
Wilbraham, Mass. 01195

Karen Mulvey received her M.S.W. from Rutgers in 1971 . . . **Kathy Galvin Cannon** and Roddy have moved to Williamsburg Drive in Amherst, N.H. with John Roddy, 5, Katie Ann, 2, and infant Susan Elizabeth; Roddy works for New England Telephone and was transferred to the Manchester area. Kathy is active playing tennis and in club activities; she served as vice-president of the Hingham (Mass.) New-comers' Club before moving to New Hampshire.

64

Carol Sorace Whalen
31-36 80th Street
Jackson Heights, N.Y. 11370

Peggy Bogosian Ibel and Robert live in Newark, N.J. Peggy is still practicing law for Hoffman-LaRoche, Inc., a pharmaceutical firm. Most of her practice deals with anti-trust, patent, copyright, and trademark laws **Martha Morgan Kenny** has been president of the Long Island Alumnae Club for three years **Judy Nolan Cahill** and Jimmy have just moved into a new house in Rowayton, Conn. Judy was recently commissioned to paint a jungle mural in a friend's home **Marjorie Shaw Senni** and Teo are living in the country in Connecticut **Mary Joyce O'Keefe DiCola** and **Rosemarie Van Eyck Winslow** hosted a wine tasting party for Chicago area Alumnae in April **Deanna Zuger Breithaupt** is working towards a master's in special education at Oakland University in Detroit **Kim Stouter Eyler** is completing her master's in religious education at Fordham. She is the director of the religious education program in her Wyckoff, N.J. parish, and her staff includes over fifty teachers. Kim has written a book titled *I Believe In*, which explains the fundamentals of the Catholic faith, and is currently writing a second book about the Mass and Eucharist for second graders **Ruthann Kilroy Rossiter** and Bill are living in San Leandro, Calif., but are awaiting transfer to an unknown destination **Jacqueline Therrien**, a former Religious of Christian Education, was married to Frederick Soltyz in September. Jackie, an art specialist, has taught for eleven years, and is now setting up an interior decorating business in her home in Needham, Mass. Fred is the owner of a swimming pool construction company.

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Newton *Newsnotes*
Development Office
Newton College
Newton, Mass. 02159

Joan Muttly McPartlin and Paul are now living in Guam where he is stationed with the Navy JAG Corps. The McPartlins, who are the parents of Matt, 4½, Kathy, 2½, and Laura, 1, are looking forward to traveling in the Orient **Nancy McNiff O'Brien** and Dick are living in Acton, Mass. with Maura, 6½, Erin, 5½, Richard, Jr., 4, and Michael, 2½. Nancy works with a senior high C.C.D. group and her parish Family Life Committee, and, together, she and Dick are the local sex education specialists, active in the Cursillo Movement, and involved in a local drug rehabilitation community **Frances Murray Taylor** and her family are living in Tucker-town, N.J. Frances serves as program chairwoman for the PTA, elementary school room mother, treasurer of the hospital auxiliary, and secretary-treasurer of the Community Council in New Gretna. The Taylors are the parents of Theresa, 9, Beth, 7½, Michele, 6, Christopher, 4, and Kirk, 2½ **Joan Bishop Smith** and Sam are living in Washington, D.C.; she is employed as a nursing instructor at Marymount College of Virginia, and previously served as a nursing instructor at American University **Dorothy O'Connell Morton** and **Susan Casey Engel** have been partners in their own interior design firm in New York City for the last four years. Dorothy did graduate study at the N.Y. School of Interior Design, and Susan studied at Parsons Schools of Design.

66

Cathy Beyer Hurst
146 Willow Street
Acton, Mass. 01720

Mary Clarissa Donahue received her Ph.D. in sociology from Boston University in May, and has been promoted to an assistant professorship at Newton **Terry Ancona Orueta** and Carlos are living in Algorta, Spain, with Maite-Helene, 3½, and Alazne and Iasone, seven-month-old twins. Terry is a remedial reading tutor at the American School of Bilbao, and Carlos is employed with General Electrica Espanola **Marilyn Flynn McGuire** has been appointed assistant registrar at Lesley College in Cambridge, Mass. . . . **Joyce LaFazia Mollicone** received her M.Ed. in early childhood and elementary education from Rhode Island College in June.

67

Michele Mastrolia O'Gara
14 Acorn Street
Boston, Mass. 02108

Nan Adams Mabon is living in New York City where she teaches French cooking, and has established her own cooking school: *The New School of French Cooking*. Bob is a lawyer, and is presently earning an M.A. in city planning at Columbia . . . **Marilyn Fu** has been appointed assistant to the director of the production operations division at Chemical Abstracts Service in Columbus, Ohio. She previously served as assistant manager in the budget support department.

68

Sally Perreault McGovern
26 Elgin Street
Providence, R.I. 02906

Sue Emery MacKay of Sturbridge, Mass. was named "Girl of the Year" this past spring by the Gamma Nu Chapter of Beta Sigma Phi, an international women's sorority . . . **Marcy McPhee Kenah** and Larry are living in Evanston, Ill. with their daughter, Molly. Marcy is employed as an editor; Larry is a Ph.D. candidate in physics . . . **Patricia Roney** spent the fall and winter last year traveling in England and Colorado; has been employed since April in the personnel department of the assembly division at General Motors in Detroit . . . **Marge Smith Mitchell** and Al, a construction engineer with the Gilbane Building Company, recently moved to Williamstown, Mass. after a year in Stow, Ohio where Marge was a fifth grade teacher. She is now doing some teaching and lab work in developmental psychology at Williams; they are expecting their first child in February . . . **Sheila Wingerter** is working for an interior designer in New York and sharing an apartment with Nadine Curley '69 and Anne McDermott '70 . . . **Elizabeth Small Pesci** received her M.S. in chemistry from Xavier, and is currently employed with Merrill Labs in Cincinnati, Ohio . . . **Dorothy Marion Koffel** began teaching in Cambridge, Mass. in September . . . **Maureen Goodfellow** is a social worker for the Massachusetts Department of Public Welfare . . . **Joyce Southard Finnegan** and Dick adopted a son this past spring.

69

Mary Gabel
49 Ackers Avenue
Brookline, Mass. 02146

Peggy Burns graduated from the University of Cincinnati Business School, and has accepted a job in the marketing division of Federated Department Stores in Cincinnati . . . **Enid LoPresti Solin** and Mile are now living in Falls Church, Va. . . **Susan Davies Hencken** recently appeared on *Three on a Match*, winning over \$5,000 in cash and prizes. She always was the best *Jeopardy* player back in Keyes!. . . **Ann Lessing Benedict**, Bill, Jennifer, and Kirstie traveled through Holland, Belgium, Germany, Switzerland, and France this past summer, and spent a month in Spain . . . **Dianne Foley Dormsjo** and Ture are both in their second year of law school, she at Seton Hall, he at Fordham. They participated as partners in an appellate moot court competition at Fordham this summer, and both are employed as law clerks, she in Newark, he in Manhattan . . . **Ellen Hines**, R.N. was promoted in May to the position of assistant director of nursing at Choate Memorial

Hospital in Woburn, Mass. She had served as a day supervisor there since 1969 . . . **Ellen Kane Treat** and Jim traveled to Ireland this past summer . . . **Ann Sullivan Olson** is employed with a firm of securities brokers in Boston; John is attending B.C. Law . . . **Lila Mellen** has been working part-time for a travel agent, and managed to spend a vacation in the Orient . . . **Donna Delahanty** is moving to Atlanta for Valle's Steak Houses . . . **Carol Romano** and Karen DiSalvo Bachman '70 camped on Nantucket for a week before returning to Wakefield (Mass.) High School, where they both teach English . . . **Maria Perez Annes** is employed as the budget director for advertising at General Cigar Company of New York . . . **Maribeth Hilditch Schneider** works for Lane Bryant in New York . . . **Brenda Burke** is a master's candidate at Emory University in Atlanta . . . **June Davison Damore** is teaching high school English in Deep River, Conn., her husband, Leo, is the author of *The Cape Cod Years of John Fitzgerald Kennedy*, and the soon to be released *The Crime of Dorothy Sheridan*.

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Karen DiSalvo Bachman
438 Washington Street
Brighton, Mass. 02135

Barbara Snider Singer and Herb are living in Forest Hills, N.Y.; Barbara is employed by Doremus and Co. . . . **Mary Connolly** is working in the northern New Jersey campaign of Gregory Castano for state representative . . . **Fran Dubrowski** graduated in June from the University of Pennsylvania Law School . . . **Meg Finn** and Bill Metcalf have moved to New York City where Meg is employed as a library assistant at Columbia, and Bill is the curator of Roman and Byzantine coins at

the American Numismatics Society . . . **Jane McMahon**, in her second year at Fordham Law, is serving as vice president of the law school's Student Bar Association. She is also on the board of directors of Law Students' Books, a cooperative operating at six New York City law schools . . . **Patricia Curran Miller** is currently employed as chief press photographer for a New Jersey paper, *Suburban Trends*. Bill completed his surgical residency at Interboro General Hospital in August, and is now a staff surgeon there . . . **Joyce Verhalen Pandolfi** is employed as a writer with the Ford Foundation . . . **Christine Degener Pierce** and Ed are living in York Harbor, Maine; she is employed as the director of recreational therapy at Hillcrest Home in Sanford . . . **Gina Mullen Small** and John both graduated in June from the University of Virginia Law School, are now living in Ridley Park, Pa. . . . **Anne Impink Hall** and Jim met as co-workers in the Muskie for President campaign. **Katchy Clarke-Pearson**, who is teaching third grade in Cleveland, and **Maureen Dwyer**, who works for McGraw-Hill, New York City, were both bridesmaids at their wedding . . . **Maureen V. Fitzgerald** received her M.Ed. from Kent State a year ago . . . **Nancy Riley Kriz** holds a master's in public health from the University of Michigan . . . **Marion Jones** received a master's in mathematics and education from Fairfield in June; is now teaching fifth and sixth grade math at Greenwich (Conn.) Country Day School . . . **Nancy Durkin Orazem** is teaching German and French at Thetford Academy in Thetford, N.H.

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Priscilla Cosgrove moved from Hartford, Conn. to Cambridge, Mass. last winter, is now employed by a Boston insurance company . . . Class teachers include: **Peggy Marcotte**, elementary art, Hingham,

Mass.; **Christine Peterson**, Tarrytown, N.Y.; and **Mary-Jo Dolliver Halperny**, elementary school, Rochester, N.Y. . . . **Kate Russell** is still waitressing at *Boodle's* in Greenwich, Conn. She and **Chrissie Seelig** spent two weeks in London last summer visiting **Nadine Poggioli Radford** and David. Nadine is attending law school in Britain; David is a lawyer . . . **Mary Lou Duddy** is living in Paris and working as a hostess for a travelers' group . . . **Susie Martin** spent the summer in Port Chester, N.Y. working as an office temporary . . . Recent degree recipients are: **Donna Perazzini Walsh**, master's, University of Connecticut; **Kate Fitzgerald**, master's, Rutgers' Eagleton Institute of Politics; and **Barbara Jeanne Dutto Gargiulo**, master's in social work, Boston University . . . *Many thanks to Kate Russell who provided Newsnotes with information on herself and five classmates.* (Ed. note)

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Joan Segerson
551 Brookline Avenue
Brookline, Mass. 02146

Mary O'Donnell Gilbane is employed as an art teacher in Cumberland, R.I.; she and Tom are living in Providence . . . **Mary Alice Sullivan Tracy** is a first year student at Suffolk Law; Jim is employed with a Boston accounting firm, and is an M.B.A. candidate at Boston University . . . **Mary Kennedy Turick** and Tom moved to Orono, Maine in September; she is teaching at the junior high level, while he is an M.A. candidate at the University of Maine. They welcome visitors! . . . **Karen Formichella Krowski** is teaching in Brockton, Mass. and pursuing graduate studies at Boston College.

Peggy Beyer
37 Castleton St.
Jamaica Plain, Mass. 02130

Karen Lorimer Martin and David are living in Ashland, Mass. . . . **Joan Stuckey Mitchell** and Tom are both master's candidates: she in library science at Berkeley, and he in electrical engineering at Stanford **Mary Bryant** is attending Downstate Medical School **Joan Brouillard** is living in Brighton, Mass. and working for a firm in Boston that deals with government securities **Deborah Lucier** is teaching art in Framingham, Mass. . . . **Randy Stevenson Brooklier** and John are living in Evanston, Ill.; she is teaching first grade, and he is a graduate student at Northwestern **Paula Voytko**, **Mary Coveney**, **Sue Iovieno**, and class secretary **Peggy Beyer** spent June and July traveling the United States coast (east, south and west) and returning through middle America in a banana-colored Dodge panel truck. They are now sharing two stories of a house in Jamaica Plain, and report that they have not yet been robbed, mugged, or molested. (Ed. note)



Peggy Beyer and friends.

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Charles Callahan and Joan are living in Karlsruhe, Germany where he is teaching under the auspices of the Department of Defense **Susan Haigney** has been named administrator of the Barat Montessori School, a newly-opened facility in Wayland, Mass. . . . **Barbara Loftus** and **Paul Naso** are teaching first and sixth grades respectively at McCarthy-Towne, an alternative public school in Acton, Mass.

Outstanding

Chosen as "Outstanding Young Women of 1973" and eligible to compete for state and national awards were: **Mary Egan Boland '60**, a Springfield, Mass. attorney and city council president; **Gail Giere Collins '61**, founder of the Pioneer Valley Ballet Guild, the forerunner of a regional ballet company

in the Northampton, Mass. area; **Ann Gallagher Southwood '63**, planning board member in East Sandwich, Mass. and a former member of the country planning commission; **Kandy Shuman Stroud '63**, Washington correspondent for *Women's Wear Daily*; and **Marilyn Fu '67**, assistant to the director of the production operations division at Chemical Abstracts Service in Columbus, Ohio, and a graduate student in business law.

Weddings

- 1960—**Mary Egan** to U.S. Rep. Edward P. Boland, in Springfield, Mass., on August 9.
- 1965—**Elizabeth Farrell** to Christopher Wallace, in Rumford, R.I., on May 12.
- 1966—**Dorothy Feeney** to David A. Lynde, in the MIT Chapel, on August 11.
- 1968—**Marian Motta** to Geoffrey Going, in Johnston, R.I., in December, 1972.
- 1968—**Patricia Mauer** to Edward J. Fitzpatrick, in Greenwich, Conn., on April 28.
- 1968—**Elizabeth Small** to Edward Pesci, in Weymouth, Mass., on August 4.
- 1969—**Maria Perez** to Bruce L. Annes, in Cedarhurst, N.Y., on May 13.
- 1969—**Ann Sullivan** to John K. Olson, in the Newton College Chapel, on June 16.
- 1969—**Maribeth Hilditch** to John J. Schneider, in Manchester, Conn., on July 7.
- 1969—**June Davison** to Leo J. Damore, in North Falmouth, Mass., on August 11.
- 1969—**Charline Boudreau** to John Sullivan, in the Newton College Chapel, on August 24.
- 1970—**Barbara Snider** to Herbert J. Singer, Jr. on December 9, 1972.
- 1970—**Jean Whalen** to Alfred C. Carosi, Jr., in Manchester, Vt., on May 19.
- 1970—**Christine Degener** to Edward Pierce III, in Greenwich, Conn., on May 26.
- 1970—**Joyce Verhalen** to Francis P. Pandolfi, at Lake Hopatcong, N.J., on June 16.
- 1970—**Nancy Riley** to Edward S. Kriz, in the Newton College Chapel, on July 21.

1970—**Anne Impink** to James E. Hall, on August 25.

1971—**Patrice Slattery** to Roland J. Tobin, in Brunswick, Maine, on April 28.

1971—**Margi Hricko** to Raymond R. Crane, Jr. in Harwinton, Conn., on May 4.

1971—**Barbara Jeanne Dutto** to Edward R. Gargiulo, Jr., in Kingston, N.Y., on June 9.

1971—**Donna Perazzini** to Martin F. Walsh, in Waterbury, Conn., on June 9.

1971—**Mary-Jo Dolliver** to Jay Halperyn, in Niagra Falls, N.Y., on July 1.

1971—**Sharon Zailkas** to Richard Tucker, in Waterbury, Conn., on August 4.

1972—**Mary O'Donnell** to Thomas F. Gilbane, Jr., in Providence, R.I., on June 9.

1972—**Mary Alice Sullivan** to James A. Tracy, in Bronxville, N.Y., on July 22.

1972—**Karen Formichella** to John S. Krowski, on August 17.

1973—**Susan Patterson** to Richard F. Condon, in the Newton College Chapel, in April.

1973—**Rebecca Bralla** to Byron D. Caplice, in East Orange, N.J., on June 2.

1973—**Karen Lorimer** to David F. Martin, in the Newton College Chapel, on June 2.

1973—**Joan Stuckey** to Thomas M. Mitchell, in Wayne, N.J., on June 3.

1973—**Susan Houlihan** to Stephen P. Audette, in East Brookfield, Mass., on June 10.

1973—**Randi Stevenson** to John Brooklier, on June 23.

1974—**Deborah Mullin** to John P. Holt, in Easton, Mass., on July 21.

1974—**Donna Miller** to Wayne P. DiGiacomo, in Pelham Manor, N.Y., on August 12.

G-1972—**Charles L. Callahan** to Joan Tuttle, on July 29.

Births

1963—To Bob and **Marie Craigin Wilson**, a third son, Brian Michael, on April 21.

1964—To Peter and **Mary Lou Cunningham Mullen**, a daughter, Tracy, in December, 1972.

1964—To Ted and **Rosemarie Van Eyck Winslow**, a second son, Robert Douglas, in February.

1964—To Kevin and **Martha Morgan Kenny**, a fourth child, John Joseph III.

1965—To Paul and **Joan Mutty McPartlin**, a third child and second daughter, Laura, in November, 1972.

1965—To Jack and **Sue Bearden McNamara**, a third child and second daughter, Katie, on April 29.

1965—To Bruce and **Jane Mullowney Tyler**, a daughter, Rebecca Jane, on June 2.

1966—To Michael and **Louise Pizzuto Holland**, a third son, Joseph Michael, on September 23, 1972.

1966—To Carlos and **Terry Ancona Orueta**, second and third daughters, Alazne and Iasone, on March 26.

1966—To Edward and **Peggy Badenhausem French**, a son, Adam Christian, on July 20.

1968—To Jon and **Jan McKenna Fife**, a son, this past summer.

1968—To Charlie and **Barbara Farrell McTiernan**, a son, in July.

1968—To Joe and **Pat Tuohy Sharman**, a son.

1969—To Peter and **Pat Kenny Seremet**, a son, Justin, in April.

1969—To Paul and **Susan Fuiks Cote**, a son, Brendan, in April.

1969—To Mike and **Enid LoPresti Solin**, a son, Joseph Samuel, on April 19.

Condolences are offered to

The family of **Mary Beth Hussey White** '66 of Quincy, Mass. who died of a cerebral hemorrhage on May 25. Mary Beth had received her master's degree from the Boston College School of Social Work, and had been employed as a medical social worker at Carney Hospital in Dorchester. She is survived by her husband, Donald S. White; an infant daughter, Megan Elizabeth; her parents, Mr. and Mrs. John Hussey, of Hudson, Mass.; and three sisters.

Joyce LaFazia Mollicone '66 on the death of her mother in June.

Mary Sanford O'Malley '68 on the death of her father in June

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